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Bernard S. Mason, Ph.D., Editor

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BERNARD S. MASON, Editor

HERBERT H. TWINING

Business Manager

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ROSS L. ALLEN

Advertising Manager

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What Can the Camp Contribute to the Emotional Development of the Child?

By

HELEN ROSS

Institute of Psychoanalysis, Chicago

THE emotional development of the child is a continuous process; it begins at birth, is first circumscribed by home and relatives, later expands in the neighborhood and other social groups, the school, and perhaps the camp. Our purpose is to look into the camp as a contributing factor in the child's emotional development—a highly important contributing factor.

Let us examine the reasons for its importance: First, camp is a new experience and as such is bound to call forth some definite emotional response. Second, it has some distinctive features that differentiate it from school, from a trip with the parents, a visit to relatives. Implicit within these features lies the power of the camp as a contributing factor to the child's development. What are these special attributes? Complete, or nearly complete separation from the parents; a program in which fun is stressed, we hope; relaxation from grades, from report-cards, from point-making of all kinds, i.e. from artificially stimulated competition. Competition between individuals always exists, has from the nursery—of that type I do not speak. In short, the camp reduces the number of external drives which the school, with its seriousness of preparation for the next grade cannot wholly abandon. Not only are the report-cards lacking, but the parental eye is at least temporarily removed, as is also the scorn of a more successful brother or sister. It is not safe to say these intangible drives are absent. On the contrary, they may be operating through letters or promises or familial expectations, or through some subtle combination of urges *within* the child, who may already have developed a compulsive need to excel. This child deserves a whole paper for himself.

Granted these external drives are reduced to a minimum, what takes place? Reaction in a far purer form; in other words, behavior much more revealing than is immediately evident under other more regulated circumstances. The very freedom of the atmosphere of the camp makes it possible for the child to let himself out. We have all had the experience of discovering after two or three weeks of camp that the shy little boy or girl who arrived in camp has turned into one of the best mischief-makers in the whole group. How many times has a counsellor come to you in disappointment and despair to report that John or Mary is certainly not what we expected? If we are old and campwise, we smile and know that this is a good sign for John or Mary, and an important signal for some sound education of the counselor. How many of us also have discovered, to the surprise of head-shaking friends and relations, that George and Joan are not the disturbing elements that we may have been secretly warned against? The same reason holds for both: the shy grown bold, and the refractory turned responsible; it is the free, permissive atmosphere of a camp where the people in charge know what to expect and how to meet it, where surprise and suspicion have no place.

What does this mean to us as educators? It means a clinical opportunity to see the growing child's conflicts, and to observe how he is solving them. We must note at the outset: the new freedom does not mean solution of the conflict, though often a child does solve much on his own where the guidance is friendly. Perhaps the fact that he does make a lot of progress in a short time is the reason we hope for too much. You know how often parents send a child to camp to break up behavior pat-

terns of many years growth, and how disappointed they may be. Sometimes we are tempted as directors to offer camp as a panacea for problems ranging from bed-wetting to lying and stealing. This is an unfortunate attitude because it is not according to the facts of experience, and it is not within the realm of possibility. A camp cannot work miracles, although a camp prospectus or a parental questionnaire may indicate this faith.

An attitude, even more absurd, is to suppose that the child will leave his troubles at home. No one does, the child least of all, because the child is occupied with the business of growth, with the effort to complete each phase of development before the next one is upon him. He rarely does accomplish his maturity in such an orderly fashion. His course is marked with advance and retreat, sometimes a deep retreat to some inner fastness where he has experienced comfort and satisfaction. Sometimes, this prevails through life; he remains, we say, in an

infantile stage of development emotionally, though he may have quite an adult exterior.

If our task as educators is to help the child make an orderly development, to bring him into some good working relationship with the world about him, then we must recognize that he has conflicts, which he is always trying to solve. And we should be able to evaluate these conflicts in the light of his behavior. If we provide an atmosphere in which his behavior has free play, so much the more readily will we see the nature of his difficulty. This brings me back to my original premise: the camp is a clinical opportunity to observe. Accurate observation can be of great value to the school or to the parents, who may request help. The question of reports might be discussed here if time permitted. But few of us are content with observation, particularly if we are young and vigorous and want to wrest the maximum of good from every experience. So I know I shall not satisfy you if I appraise the camp as an

Courtesy, Leisure





Courtesy, The Joy Camps

observation station alone. We are inclined to set up standards of progress in personality development—to satisfy ourselves as well as the parents, if not to solve the camper's difficulty. We want to be able to say definitely this child has advanced from position A to position B or C, and so we have developed many rating charts to guide us. Some of these efforts have been valuable, but chiefly in helping us to clarify our own attitudes, which we in turn have been able to communicate more clearly to the counselor, the keystone of our institutions. Dr. Dimock and Mr. Hendry first called the attention of the camping world to the supreme importance of the kind of counselor; their work showed us graphically how the achievement and progress of the camper could be measured in terms of the counselor-camper relationship.

So when you ask, what are we going to do to help children solve their conflicts, my first answer is, *let us have good counselors*. A good counselor, I shall not qualify in detail. Suffice it here to say the counselor must be essentially interested in children, must really like them, not just do sentimental lip service to this interest, but prove it in his attitudes and actions. He must have warmth and friendliness, curiosity about and understanding of human beings,

with appreciation for their limitations as well as their potentialities; he need not be a paragon; he must be a person. He should be able to enter into the child's faults and difficulties, not sit on the side lines and preach. He should be able to remember his own childhood and adolescent feelings and difficulties. He should be a healthy person emotionally. If clouded with his own troubles, how can he see another's except in distortion?

Why is the counselor so important? Because he stands closest to the child, he becomes the substitute parent, he is the fountain of wisdom every child is looking for in a new situation, the one who can tell him what is done here and what is not, who can save the child from embarrassments before his fellows, who can comfort and encourage him . . . this is what we hope to find in every counselor. This subject could be greatly expanded, but the time does not allow. Essential to add this: the counselor may not choose this position with reference to the child, i.e. as a substitute parent. That does not alter the case. He is in this position psychologically, and there he remains. Now this is not saying that he will fill the position adequately. To each child he represents a different being, a curious mixture of love and au-

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Colorful Camp Traditions

By

RUTH A. BROWN

Director, Four Winds Camp

WHEN all is said and done, granted that a camp's physical set up has observed high standards of leadership, hygiene, physical attractiveness and adequate buildings and equipment, it will be the innumerable institutions and traditions which the campers themselves help create which will

add color to their camp experience and will lure them back year after year.

After many summers of camping and an equal number of winters of association with children and counselors I know that their memories of camp are not colored so much by the new yawl or canoes or elaborate buildings ac-

quired as by those hundred and one little traditions and institutions which they themselves helped create. I know too that while a practical parent is fully appreciative of the new water system installed, yet it is his imagination which is caught by the tales of donkey urging or the institution of stowaways!

Parents, upon their first visit at Four Winds, are always formally introduced to Timothy, the enormous brass teakettle which was brought back from the little town of Bruges in Belgium and for many years has occupied an important place beside the big fireplace. Into him go all suggestions for camp improvement or as the girls express it, "ideas to make Four Winds more fun."

Geraldine, the Jam Jar, sits on the Hootanany (a Swedish Sideboard, but so called because upon its arrival from the mill the island carpenter had scratched his head and said, "Say, how does this hootanany go together?"). Into Geraldine go ideas about things one wants to eat. In the course of



the summer everything appears from lamb chops and baked potatoes to peppermint candy—ice cream and pineapple upside-down cake. They would no doubt appear anyway, but their arrival is always greeted possessively by some young Mary Ann or Nancy.

Since Timothy and Geraldine provide definite places where counselors and girls may put all suggestions for camp improvement or specific requests regarding the camp menus, they feel no need to criticise. If things do not happen they simply repeat the suggestion. If the suggestions made are not practical the matter is taken up at a group meeting and discussed.

The Doughnut Bell is really an old "teacher bell" put to a happier use. When it goes ringing, down the trails from all directions blue uniformed figures will come running. That is one of the Chef's high moments for who would not thrill to dispensing hot, sugared doughnuts to mid-morning starved campers! The doughnut bell does not ring frequently enough to become a dietetic nuisance. It may ring on a morning when everyone has been pioneering or proving up on claims. The doughnuts fill in the cavity left by unusual exertion.

Perhaps one of the nicest and longest-to-be-remembered camp institutions is the Sandalwood Box which is hidden in the eaves of Hill-top Cabin. The box itself is an old one brought back from Scotland by some young travelers and is a duplicate of Robert Louis Stevenson's nurse Cummy's work box. Into it go literary efforts—poems or prose, signed or unsigned as the writer wishes. During the week the creatively inclined climb the hill and having arrived there climb up on the porch railing (if you are very small you must stand on tip toe to do it), and put the newest literary effort into the fragrant little box. On Sunday evening

the box is opened at the evening fire and the contents read. Expressions of appreciation are many and it is usually true that the next week brings forth efforts from new campers. Almost every member of the group contributes something during the season and as the contents of the box grow fatter so also does the quality improve.

Adages and such can hardly be termed institutions but many hundreds of our campers have grown up on such terse bits of philosophy as "*It's wanting a thing hard enough and keeping at it long enough.*" (From Donkey John of the Toy Valley, a good camp tale), or the Chinese proverb "*The journey of a thousand miles begins with one step,*" or "*To do the thing which counts and then not count it,*" "*That which we give we keep,*" etc. These and similar bits will be found in carved panels in the cabin fireplaces (selected and carved by the



children). After many years of watching these campers grow into young maturity, I know with certainty that these bits of philosophy have become strong threads woven into their own youthful philosophy.

A parent once sent us a letter from her young fourteen-year-old and only offspring who was in camp for her first time. I quote only part:

"There is an awful lot of psychology about this camp. You must come to see it because I can't explain it very well, but I think even Dad will think he wasn't wasting his money.

"When you come up to the lodge there is a wooden plaque sort of thing which is beautifully carved and reads '*This camp is built to music, therefore built forever.*' It is, too. Everybody sings and the songs are all the kind you would like. In the big lodge fireplace is

carved, '*Who Walks With Beauty Has No Need of Fear.*' That is from a poem we all know.

"No one tells us not to use slang except once our counselor suggested that some people get tired of hearing *gosh* so often and said we might look it up in the dictionary and then, if we still felt like saying it on all occasions it would be up to us. Did you know that it means 'by God'? It was awfully funny because after that everyone started exclaiming something else and there wasn't very much goshing.

"You get to help choose what you will eat and you can ask to do anything you think up yourself as long as it doesn't hurt your health or interfere with anyone else's health and happiness. That is what you call one of the camp traditions. It is stacks of fun to do all sorts of unexpected things. I had been afraid camp would be strict and like boarding school.

"No one scraps and yells at each other and everyone or almost everyone is nice to everyone else. They play a game with poetry called 'Magic Ring' and I never knew before what fun poetry is. It's swell. I know about a dozen nice poems already. It is fun to sit in a tree-house and read it.

"Everything is very neat and the dishes are pretty and we have supper by candle-light. There are lots of antiques like old pewter plates and bowls and brass and copper things, collected in Europe by groups of girls who have gone in the winter, which you would like. We all take showers and change to fresh uniforms for supper and I thought it would be a bother but I love it. It makes everything seem right.

"Tell Dad he isn't wasting his money and both of you come up to see camp and me soon."

Boons, Proving Urges and Pushing Genius to the Wall are among the humorous camp institutions. A boon is



a request previously earned sometimes because you feel you have earned it, often awarded for merit. An underweight might gain five pounds and for a boon be allowed to select a group for a saddle trip or a cruise. (One must be physically fit for the more strenuous trips.) A camper who had much to overcome in fear of water may upon having passed her swimming tests be granted a boon. She would select such things as an overnight canoe trip for her cabin group, a cruise or perhaps a trip in the donkey cart.

"Proving an urge" dates back many years to the acquisition of the first donkey. He was to be deposited at the ferry landing twelve miles away. Said the camp director blithely one morning,

"How many of you have an urge to go and walk the donkey home?"

Everyone did—eighty everyone! And it was feasible for only six or eight to go.

"All right then," said the camp director, "You may have twenty-four hours to prove your urge."

"But how do you prove an urge?" asked a young intermediate.

"That is the question," said the wiley director. "You must prove it in any way you wish."

There followed one of the most amusing twenty-four-hour periods ever on record. Proving urges became the rage of the moment. Many turned to hard labor; horses were groomed, stables were cleaned, rakes were in high demand, boats and canoes were washed, signs for trails were carved, carts painted. Many selected song writing or entertainment depicting before time the adventures one could expect in a twelve-mile walk with a donkey. In the end the girls themselves selected the best urgers and in gay sublimation turned their energy toward a home coming party for the



donkey, one Sorrento by name. A donkey party—what fun! It was almost better than walking him home.

So *urging* came into being and often now, when a selection must be made, they beg, "Oh, let us urge for it."

"Pushing genius to the wall" is fun, too. As young Jane explains its meaning, "It's when you think you can't do a thing or aren't in the mood or something, you just 'push genius to the wall' and anything can happen, from passing your canoe test to writing a poem!"

"Boons" and "proving urges" and "pushing genius to the wall" may sound silly to very wise educators, but they have accomplished a very important thing, in that desire for activity motivates from the camper and is not superimposed by the adults in charge.

Another very amusing institution developed a few years ago when everyone in camp wanted to go on the first cruise of the season and there were places for only eighteen. Every camp di-

rector knows that moment of uncomfortable decision! A fat little girl's teeth bands caught the sun. Inspiration!

"How many of you wear bands on your teeth?"

Seventeen did.

"Do you like them?"

"No," chorused the seventeen.

"Well, would you endure them more happily if the girls with bands on their teeth take the first cruise?"

Wild excitement reigned for a moment while two who had insisted to their parents that bands would spoil their summer and had had them removed, mourned dolefully.

That incident gave rise to several other occasions where a similar decision had to be made. The campers would say, "Let the red-headed girls do it," or "Can't we have a near-sighted saddle trip," or "Let all the girls go who have no scratches on their legs." It became a game with the stay-at-homes perfectly satisfied and

highly amused and the other girls going off gleefully.

Really liking to work can be one of the most valuable traditions a camp can have. I presume an enthusiastic attitude toward work, co-operation and responsibility are all really a result of the spirit of a camp, but they also are contributing factors to that spirit. At the close of last summer we sent blanks to all campers asking them among many other things to list the special times at camp when they had had most fun. The replies came back and along with trips and activities were such items as follows: "The day we carried the pipe line in our bathing suits," "the time we cleared the meadow of stones in preparation for the gymkhana," "the day we helped roll the logs under the new float," "dyeing sails," "painting boats," "moving the hay," "clearing trails" and "carrying beachwood"—thus proving without doubt that youth enjoys opportunity for real work. It is of course up to the adults in charge to

help make that work fun. To illustrate this, there was the day we carried the water pipe. A quarter mile of new pipe had been laid and the old pipe lay on the ground along the new line. The season was dry and someone suggested that the old pipe could be laid from the marsh on the hill to the flower garden in the orchard, thus providing the greatly needed water for the flowers. The invitation was issued:

"Anyone who wants to help move the water pipe may meet at the water tank in a bathing suit. It will be a dirty job and you'll probably get all messed up."

The entire camp turned out and for an hour carried the pipe which was not heavy when twelve or fifteen girls carried each length. Funny things happened as they always do. There was much giggling and singing and chatter. After half of the pipe was placed from the garden up the hill toward the marsh, the work was called off despite the girls' enthusiasm to go on and games were played in the orchard and innumerable cherries were eaten and everyone went

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The Man Behind The Range

How to Select

Your Kitchen Staff

By

HUGO LENZER

Hugo Lenzer Employment Agency,
New York

FATHER Adam was born hungry, so they say, and ever since then the thoughts of each of his children have been very much taken up with food. Our modern little Adam and Eve, each in his own Eden this summer, will do more than answer the primitive hunger call every time the dinner bell is sounded. Food they want, to be sure, but it must be food tastefully prepared, zestfully served, plentiful, and properly balanced.

Cooking truly is the most ancient of arts, and the chap in the white hat is a very important person. So much of your popularity and success depend upon his efforts that even after a life-time spent at this kind of work it is still sometimes a difficult problem to determine upon the right person.

For small camps, and by that I mean those which have 50 or less children, the problem resolves itself into providing a cook and two kitchen helpers. Now this cook may be either a good private family cook who has had some experience in public cooking, a colored man or woman who has had the tea-room type of experience, or perhaps one of the older chefs who has lost some of the speed which in former years enabled him to handle a larger group. This person must be able, of course, to take care of the dessert problem also. Although the good cooks are usually averse to baking, we have found that where the number is small this arrangement can be carried out satisfactorily.

For camps where the enrollment is from 75 up to 400 or 500 children, experience shows that a chef, a second cook, a baker, and the appropriate number of minor assistants constitutes a normal staff. The number of assistants required in each case depends on the size of the camp. There is a tremendous difference in the wages that these key people receive, and it might be interesting to figure out why there

is such a wide range in price for doing apparently the same kind of job.

This question of price is determined by several factors, among them being *skill in cookery*, *background*, and *executive ability*. Perhaps the most significant and all inclusive of these three factors is the *background*: When we find a man who has served the three or four years of apprenticeship required by the European hotel training system—who has then worked his way up through the highly departmentalized sections of these large hotel kitchens as a paid employee and who finally reaches the point where he is given complete responsibility as chef of some fine club, hotel, or a first-class restaurant, when in addition he has had the experience of cooking for an outfit catering to children—you then have a dependable chef upon whom you can rely to safeguard and promote your interests. Always however, provided that the man possesses the right type of personality and character. You have the right to expect from such a man not only a first-class menu but in addition an economical, clean, and orderly kitchen. To the extent that the chef possesses all of these qualities is he entitled to remuneration. The same ability and qualities are desirable in your second cook except to a lesser degree and without the quality of leadership and length of experience. His "background" will also determine his wages.

But let us presume that your problem is one of feeding good wholesome food to large groups of children where the per-capita per-day feeding costs are definitely limited by the budgets of an institutional, educational group, or a public organization sponsoring the camp. If that be the case your logical chef is the chap who has had the background of large institutional group cooking. The technique employed there differs considerably from the type of cooking expected in the more expensive privately operated camps

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Swabbing the Chicken and Barbecue Spit

Outdoor Cookery For Large Groups

By

BARBARA ELLEN JOY

Director - The Joy Camps

*BARBECUES
IMUS
CORN ROASTS
for
One Hundred
or
Five Thousand*



Spitting Beef Roast and a Chicken

THE cooking of meals outdoors for large numbers of people is as old as history itself. Today we use practically the same methods and many of the same types of food for what Mr. Wilder rather inelegantly calls "herd cookery." It would be interesting to know if he arrived at that descriptive title from the numbers involved in such events or from the amount of food those numbers consumed! However, in camps, Scout groups, and clubs the occasion often arises where it is necessary

to feed large groups of people and to feed them food that they cannot only see being prepared in outdoor style but in which preparation they may often share. Often these cook-outs are merely for social and recreational purposes, but sometimes they also serve an educational purpose, particularly in training camps and counselor-training courses.

We shall consider in this article only large group cookery which will be done on the spot with a few or simple utensils, and not take into

consideration at all meals cooked in a kitchen and served in the open air. Such meals any good camp dietitian could arrange. The type with which we are concerned is a lot more work and bother, but so much more worthwhile and offers so much more of interest and fun. Successful "herd cookery" calls for considerable systematic planning and organization, and perhaps one of the best things about it is that it calls for the working together of groups of people. No one person could do it alone. In a camp it is best handled by a committee made up of both counselors and campers, with duties outlined in advance and responsibility for all phases carefully divided up.

BARBECUES

One of the most familiar ways to feed a large group is a *barbecue*. There are several kinds, of course ranging from the Western barbecue of a "beef critter" to the chicken or leg of lamb for a smaller and less voracious group of children. But the principle is the same, no matter what the poundage. The fire is built well in advance, of hard woods, in a rock-lined pit, and allowed to burn down to coals, and the meat slowly turned until it is done. We have found the "spit" method satisfactory, placing the spits (green, peeled hardwood sticks about three-quarters of an inch in diameter) across sets of forked sticks set at various elevations over the roasting pit. Others prefer to barbecue chunks of meat, especially, over a grill of iron bars or green poles. For a small pit an oven rack or shelf is adequate. We have found that five or six feet of heavy gravel screening supported by three or four iron crossbars makes an excellent grill. Such a grill is inexpensive and will last for years, if kept out of the dampness.

Removing Imu from Pit



Tying the Chicken and Barbecue Spit

In locations where it is not possible to dig a pit and the fire must be built on the surface, a reflector fire can be built, the meat put directly on a spit across a lug pole in front of the fire, or suspended on a string or wire from a device. This method allows for the use of a pan to catch the drippings, which are good for basting or gravy.

Chickens are especially delicious when barbecued and it is just as easy to do eighty-five (as the author once had to supervise for a large group of Outing Club students) as to do two. The poles are longer, the fire larger, and more chickens are done on a spit at once—that's all.

There are two secrets to a really successful barbecue, especially of chicken. The first is to keep the meat hot until time for it to be served. This is done in the case of chickens by quartering them (a wheel-barrow with box makes an ideal serving table) the minute they are taken off the spit, and then putting them into a steaming, covered roasting pan with plenty of hot butter in the bottom, which should be on an adjoining fire. Ten or fifteen minutes in this will greatly im-



The Imu Pit

prove the product. Where large groups (fifty or more) have to be so fed, several of these pans should be available, so that there is always a hot pan-full "coming up." The same pan, using ordinary flat pans, applies to barbecued ribs, steaks, chops, weiners, or hamburgers.

The second secret is the barbecue sauce, which should be constantly swabbed on as the meat is cooking and turning. This keeps the meat moist and imparts the flavor. Here is a recipe which one of our leaders devised and which we have used many years with great success.

SAUCE PIQUANTE

- 1/2 cup fat (butter, and/or bacon fat)
- 1 cup flour (brown)
- 3 cups cider vinegar (hot)
- 3 cups boiling water
- 1 can tomato soup
- 1 cup sugar
- 1 tablespoon salt
- 1/2 teaspoon pepper
- 1/4 tablespoon Worcestershire sauce
- 4 large onions (cut very fine)
- 4 large green peppers (cut very fine)

Melt fat. When very hot add flour slowly; add vinegar and water together slowly; add tomato soup and seasonings; add onions and peppers and allow mixture to cook, stirring constantly, until the latter are soft. Remove from fire and add sugar. Stir well and serve hot. This recipe makes three quarts of sauce.

The meat should not be pierced with forks while cooking, and pepper and salt should be added only when it is ready to serve. A good time to add this final dash is when the meat is in the hot buttered pans.

Meat or chicken when so cooked is usually served in previously split (leave a hinge on one side) buttered buns. A salad, perhaps a whole

tomato, pickles, and olives are added to the main dish. Watermelon, ice-cream, or some other simply served dessert tops it off. At the barbecue mentioned above, each person did her own candied apple, the syrup for which was cooking on a separate fire. It is often a wise plan to get everybody into it by providing at least one item which each individual can do for himself.

IMUS

The *imu* is another favorite way of serving large groups and has much in its favor. The following two lists show the food supplies and equipment necessary for providing seventy-five people with ham and vegetables, ice-cream and sauce, and cake. It was, as you can guess, a birthday celebration.

Food

1. Four hams (two fresh, two cured) Mustard, brown sugar, whole cloves, to rub and stick in hams; light dough to cover hams in very thin layer
2. Three buns each, to be split and buttered
3. Hot barbecue sauce
4. Potatoes (washed and buttered on outside); Carrots (washed and scraped)
5. Seven or eight bushels of washed cabbage leaves
6. Ice-cream and sauce; Birthday cakes
7. Milk—five-gallon can; Punch—large can iced; Water—large can iced

Equipment

- 1 strip chicken wire
- 2 rakes
- 1 piece of old canvas to cover pit and extend out beyond sides; roof paper on which to pile sod and dirt
- 3 long-handled shovels
- 4 clean, large-sized dishcloths in which to tie hams, with cotton string
- 1 36 by 1 1/2 inch stick



Boiling and Roasting Corn

- 2 sets of square matched vegetable dishes (enamel), cotton string to tie, and old sheet to wrap around both
- 2 large pans to hold hams when cooked
- 4 carving knives and forks, and carving boards in flat trays
- Dippers for drinks, ice-cream and sauce, and for barbecue sauce (in double-boiler)
- Spoons for serving vegetables
- Carton for refuse
- Serving table, covered with thick layer of newspapers
- 2 double-boilers with boiling water for barbecue and chocolate sauce

The committees which worked on this project were as follows: (1) imu hole and fire; (2) preparation of vegetables and buns; (3) preparation of four hams; (4) closing and opening of imu pits; (5) clean-up; (6) cutting and preparing cabbage leaves; (7) guests. Four people were assigned to the carving of the meat, and one each to each separated item on the menu, except for two for dipping the ice-

Corn in husks tossed into pit of coals.



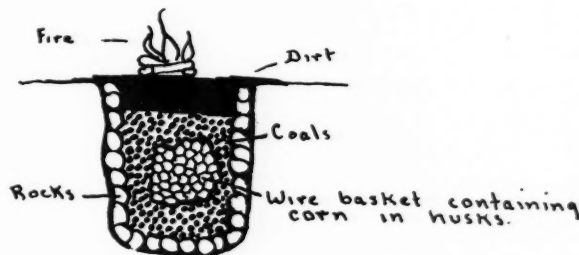
cream. At 5:30 in the morning the fire was started in the pit which was prepared the day before, together with the wood pile, and the hams put in about 10 A.M. for supper at 6 P.M. A thin dough was made to wrap around the hams, and the dish-cloths tied around the bundle to keep the dough from slipping off. The hams were scored deeply and generous quantities of the items mentioned rubbed in. The wire was laid to one side of the pit, the bottom layer of sprinkled leaves arranged, the food placed on them, and then the remaining leaves put over the top and sides. Rakes held in the mesh at both ends made it easy to pick up the whole thing and place in the pit. The canvas was then put on, and the stick held in the middle while the earth was quickly shoveled on and made oxygen-proof. The stick was carefully pulled out and about two quarts of water poured down the hole, which was quickly sealed. As this method of cookery is steam cookery, moisture is necessary. A fire may be built on top of the pile, for safety's sake.

CORN ROASTS

We also greatly enjoyed a *corn roast*, for which twenty dozen ears were procured. We

tried four ways of cooking the corn: (1) in an imu hole, (2) placing the corn "as is" over an open pit fire of coals, (3) roasting directly over coals in another pit fire by impaling the shucked corn on sharp sticks, and (4) boiling in large kettles over a pit furnished with the handy gravel screening. All four methods were successful; the campers were intrigued by seeing and trying these four methods and debates waged as to which method was the best. We

Corn Emu



found it helpful to have hot dishes of melted butter from which the corn was buttered by small inexpensive brushes.

Other dishes which may be prepared in similar ways to these specifically mentioned above are: stews and chowders, clam bakes, chops, steaks, spare-ribs, and hamburgers. No matter what the kind of meat, it should cook slowly and be kept moist with basting fat, drippings, bacon slices attached or skewered on, or barbecue sauce.

ON SERVING

To go back to the organization, a meeting of all members of committees was held the day before and all details carefully gone over. Plenty of time was allowed to them on the day of the event, so that there was no wild last-minute rushing. This year we devised an amusing scheme for regulating second, third,

Corn Roasting Over Coals



and perhaps fourth servings. We had found that the head of the line ate as quickly as possible so as to get back in line for seconds. And so quickly did they do this, that the end

(Continued on Page 31)

Camp Insurance Problems

By

H. THOMPSON STOCK

EDITOR'S NOTE.—Mr. Stock is a graduate of the Graduate School of Business Administration, Harvard University, partner of the Arthur J. Stock Insurance Agency, Detroit, a director of the Detroit Association of Insurance Agents, and special lecturer on insurance at Wayne University.

SUMMER camps for boys and girls have some peculiar insurance problems that arise from the fact that the camp is operated for only six or eight weeks out of the year and closed for the rest of the year.

After the camping season, many camps put much of the contents of the cabins and other buildings into the dining-hall and then carry burglary insurance on the contents of the dining-hall but forget to change their fire insurance. Most camp fire-insurance policies describe each building and insure each building separately. The same applies to the contents of each building. Hence if the amounts of insurance on each building and the contents of each building are based on values existing during camp, there will be under-insurance on the contents of the dining-hall in the closed season and over-insurance on the contents of the cabins and other buildings.

This situation can be corrected in two ways: One is to have the agent transfer insurance from the contents of the cabins and other buildings to the contents of the dining-hall at the end of camp and transfer the insurance again when camp opens. The other and preferable method is to insure buildings and contents "blanket."

BLANKET INSURANCE

Blanket insurance avoids the necessity of having the policies changed every time things are taken from one building and put into another. The policy covers all the contents (with certain exceptions stated in the policy) regardless of the buildings in which they are contained at the time of the fire. Another advantage of

blanket insurance is that over-insurance and under-insurance resulting from errors of judgment as to values are avoided. It is easier to ascertain total values correctly than the value of each building and the value of the contents of each building.

In order to get this form of insurance, a sworn statement of values must be given to the rating bureau in order that an average rate can be ascertained. The use of the pro-rata clause and the 80% or higher coinsurance clause is required.

The pro-rata clause distributes the amount of insurance to each building and its contents in the same proportion that the value of each building and its contents bears to the total values. For instance, if there is \$9,500.00 fire insurance on property worth \$10,000.00 at the time of the loss, only \$190.00 insurance will apply on a building and contents worth \$200.00.

The 80% coinsurance clause for which a credit of 2% is allowed requires insurance totaling 80% or more of the value of the property be carried at the time of the loss. If insured lives up to his agreement or suffers a total loss, the company will pay the full amount of the loss subject to the limit of insurance imposed by the pro-rata clause. If insured carries but $\frac{1}{2}$ of the amount of insurance he agrees to carry, the company will pay, in event of a partial loss, but $\frac{1}{2}$ of the loss; $\frac{2}{3}$, $\frac{2}{3}$; etc.

For example, if insured carried \$12,000.00 insurance subject to the 80% coinsurance clause on a \$20,000.00 camp and a cabin and its contents worth \$400.00 was damaged by fire to the extent of \$200.00, the company would pay $\frac{3}{4}$ of the loss because the insured carried $\frac{3}{4}$ of the amount of insurance he agreed to carry (\$16,000). In this case, the limit of coverage is \$240.00 (60% of \$400.00).

The coinsurance clause is preferable to the $\frac{3}{4}$ -value clause which is used on buildings and their contents other than cabins. The $\frac{3}{4}$ -value

(Continued on Page 32)

TOP SOIL =

The Heart of Camping

By

WILLIAM GOULD VINAL

Director, Nature Guide School

Massachusetts State College

IN MAY, 1934, a dust storm came out of the West. When it rained in Cleveland it "rained mud" from the "Dust Bowl." Before this a rain storm washed my auto clean, but now it was muddied from the sky above. I left on a "sleeper" for New York City and arrived the next morning, but the dust storm beat me to Manhattan. Since that time the winds have robbed five million acres. As a result twelve thousand farm families migrated, between January 1936, and July 1937, from the "Dust Bowl" to the Pacific Northwest. That is desert-making on a stupendous scale.

A post mortem by archaeologists suggests that former civilizations were buried by dust storms. Doctor C. Wythe Cooke of the United States Geological Survey says, "The Maya civilization choked itself to death with mud washed from its own hillside corn patches." Gully erosion may have made that "farm of yours" cheap enough so that you could buy it for an organized summer camp. The truth of the matter is that it should never have been stripped of its forest in the first place. Then it could have grown children from the first instead of corn. United States holds all speed records for man-made deserts. Sheet erosion is not so spectacular in New England as elsewhere, but it nevertheless is there. It is a part of the picture of Conservation. Therefore we should understand it.

Take a group out into your forest and scratch up the leaf mold. In the valleys it may be several feet deep, but on the hill tops it may be a matter of only a few inches, while in the barren hillside field it may be gone. It takes four to ten centuries to build an inch of good humus. The farmer calls it top soil. That was his wealth—his bank account—but he did not know it. He thought corn was wealth and pro-

ceeded to spend his bank account like a drunken sailor with no thought of the morrow.

He didn't know that the forest was the keeper of his bank account. To hasten the "clearing of the land" he had spring fires. The chances are that *your* grandfather did that, too. Perhaps your father did. Some are doing it even unto this generation. They burn up "the old fog." Funny name for dead grass but no more queer than the custom of spring burning.

Perhaps you have heard of the "Desert of Maine." That's a New England monument dedicated to the ignorant custom of doing away with the top soil. Farmer Tuttle noticed a miniature sand crater and threw in some brush. It was too late. The old sand-kettle kept boiling and today there are over a hundred acres of sand dunes to show for it. Two summers ago I took twenty-five teachers there and had to pay a good entrance fee for them to see the corpse of what was a farm. Probably the farm is now paying better dividends than it ever paid. Several "Deserts of Maine" can make the "Desert of New England" happening right under our noses.

As a convincing experiment, leave a pan of water out over night—a white porcelain pan will be best—or just observe what happens to a new layer of snow. Now figure this out in terms of acres. Sick air is not good for plants. Some plants are called smoke indicators because they cannot endure our monoxide-laden city air. Sick air is not good for the lungs of little children either. That is one reason for fresh-air camps. The wind robbing the soil of dust and carrying it out to sea is akin to termites. They both work unseen.

Now plan a field trip after the next heavy rain. You won't have to go far to find a barren

slope. Have the children point out miniature canyons, gullies, silted plains, dams, litter, how far the lack of vegetative cover extends, where the top soil has gone, and how a desert has resulted. This washing away of the top soil is called "sheet erosion." This is the way the farmer has been "growing rocks." This is the way they prepared the "Dust Bowl" for wind erosion. Some people call it "land disease."

Nearby—perhaps on the same slope—there is a cover crop of clover, rye, alsike, or bush clover (*lespedeza*) or trees. Have the children describe this "miniature farm" using such expressions as absorption of rain-water, porous soil, ground water, roots checking run-off, saving the soil, and fertile soil.

Now have a discussion on land use. Suppose the barren slope and the covered slope are two farms. Which farmer is robbing the land? Which farmer will have a permanent farm? Which farmer will have bankrupt land? Which farmer will have a wood lot, a garden, and a pasture? Which farm will have floods and drought? The stronger nation will be made up of which kind of farmers? Think the story through, using the term *camp director* instead of farmer.

This is simple thinking. It is new thinking. It is also vital thinking. For three centuries we have been making barren hill slopes without much thinking. For the rest of time we must conserve our soil and waters. We must be given not only the opportunity to think but we must be trained to think.

Now we are ready to take a trip from camp. This will be up a valley. We will not have to go far before we see an abandoned farm. John Greenleaf Whittier saw such a home when he wrote:

"Against the wooded hill it stands,
Ghosts of a dead home staring through
Its broken lights on wasted lands
Where old time harvests grew."

Such a farm has a story: On a recent bog-trotting trip with a group of 4-H leaders, we came across an abandoned cellar hole. We played a game to see who could find the great-

est number of evidences that this was once "home, sweet home." The group found lilacs, black-cap raspberries, black locusts, grapevines, moss-covered wagon-trails, an old door step, belichened bricks, and gnarled tame-apples gone wild.

We might have continued to spin a story. Why did the home go to rack-and-ruin? And we might have read a story in cultivated acres, heavy rains, and gullied hills. At the campfire we might have pictured the first settlers discovering wooded hills, clear streams, and abundant game. The hardy pioneer who cleared the land thought that the forests and wild animals would last forever. He sold his crops and was prosperous. And then came hard times. He had been robbed by wind and storm. His creek and spring dried up. And along came a prospective camp director looking for cheap land.

This camp director knew that a bankrupt farm meant a bankrupt camp. In order to have a camp there must be water. He took a walk over the farm. He noted that the valley bottom could be turned into a lake. He felt sure that the wild berries and fruits were indicators of what could be grown for game birds as well as humans. He could picture cranberry jam, canned blueberries, and spiced grape. An expert from the village said that gullying could be checked by cover crops and that the old spring could be restored not only for the drinking water but as a source of electricity for the camp. After a good night's sleep he found himself planning a camp program—fishing, berrying, swimming, reforestation, winter sports, maple-sugar festivals, and so on *ad libitum*. If states could restore and publicize submarginal land for recreation, why not camp directors?

This was not a pipe dream. An enthusiastic friend agreed to take an air photograph. This map indicated where the camp buildings, lake, orchard, meadow, and fields should be located. He realized that soil meant plants and trees, fish and fowl, history and literature, art and recreation, or in one word, *living*. He realized that soil is not merely for farmers, or politicians, or bankers, but for *camp directors*. When analyzed, soil is the heart of camping.

Court Decision Gives Public Use of Portage Trails

By

J. P. SPRAGUE, M. D.,
Director, Camp Minocqua,
Minocqua, Wisconsin.

THE decision handed down by Circuit Judge E. C. Van Pelt of Wisconsin gives perpetual right of the public to free use of portage trails. This decision was based on Article Four of the Ordinance of 1787, enacted to govern the Northwest Territory. This article provides "that navigable waters leading into the Mississippi and St. Lawrence Rivers, and the carrying places between the same, shall be common highways and forever free to the inhabitants of said territory, as well as to the citizens of the United States and those of any other states that shall be admitted to the confederacy, without any tax, impost, or duty therefor."

The Court pointed out that although the authors of the Ordinance of 1787 knew little about the navigable waters of the Northwest Territories, they realized their importance not only for commerce and trade but for further exploration and settlement.

Filing of this case last fall brought out for the first time the fact that Notre Dame University had accepted approximately 6,000 acres of land from Mr. Martin L. Gillen of Racine, Wisconsin, five hundred acres of this land being in Wisconsin and fifty-five hundred acres in Upper Michigan.

The closing of portages on this property by Mr. Gillen was the occasion for an injunction gotten out by Mr. and Mrs. Charles E. Lundberg, who are in charge of Camp Tenderfoot on Tenderfoot Lake. The injunction was issued and later a suit brought before Judge Van Pelt of Fond du Lac. A hearing was held in Eagle River, Wisconsin, where evidence was submitted by both sides. Judge Van Pelt himself went over the territory and saw the portage in question. The particular trail involved lay between Tenderfoot Lake in Wisconsin and Plum Lake in Michigan. The portage trail is nearly a quarter of a mile in length. Both lakes, the

portage trail, and surroundings were viewed by the Court.

The investigation of the situation seemed to be very thoroughly and carefully conducted. The decision was delayed until several months after the hearing so that all facts might be collected and carefully weighed. Judge Van Pelt, himself a hunter and out-of-doors man, saw a bit more than the legal questions involved. Tracing the beginning of the Ordinance and subsequent adoption of the portage article almost word for word in the Wisconsin Constitution, the Judge further explained that the explorations of the Northwest Territory was accomplished by water, and that the geography was then vague and indefinite.

His decision further reads "that the conquering hands of America's pioneers accomplished, established and declared many privileges to the men living and those who were to come in the future. Many of these privileges are known to any school boy and to all they are near and dear. To enjoy the use of our navigable waters constitutes a privilege that the drafters of the Ordinance of 1787 intended to give, not only to the then living but to the future generations, and not only to the uses then known, but to all future uses."

All over Northern Michigan, Wisconsin, and Minnesota these portage trails are located and are much used by hiking and canoe trips by the campers of over one hundred organized camps.

Gordon MacQuarrie of the *Milwaukee Journal* says, "Next time you traverse one of these trails unimpeded 'by tax, impost or duty therefor' give thought for a moment to a group of early Americans meeting in New York City, who framed the Ordinance of 1787, and the Wisconsin Judge who made it stick."

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March, 1938

Danger in Standards

The slogan of the hour is *camp standards*: We must determine the standards that define good camping, and then we must see to it that every camp meets these standards. The reason behind this is too obvious to need discussion. Commendable as it is, however, there are dangers involved that should cause us to approach the whole matter soberly and cautiously.

In any young movement, practices are certain to be diversified and lacking in uniformity. Experimentation is going on at many widely scattered points and all workers approach their task in a creative frame of mind. All the characteristics of youth are apparent: rapid growth, adventurous spirit, courage for the new, eagerness for a better way, creativity.

The natural trend, however, is soon to bring these diversifications together into uniform practice. Detailed objectives are drawn up, based on the practices of the more successful organizations, and these objectives soon cease to be regarded as such, but become accepted as *standards* of desirable practice. They come to define good and approved procedure.

This is precisely what has happened in the field of organized camping. There is nothing startling or undesirable in the process so far—but let us look to the future.

Standards imply standardization. They inevitably lead to that. In time most of the unit

organizations (camps), by one course or another, arrive at the standards. In other words, procedure becomes standardized, and the camps become much alike. Standardized practices soon extend beyond the scope of the original standards, and uniformity in general characterizes the movement. Workers take the attitude that good procedure has been already determined: they conform whereas previously they created, and contributed their created differences to others. In short, the movement has become *institutionalized*.

This state of affairs spells *stagnation*: or if not that, it certainly slows down growth and progress—youthful eagerness for change and perfection and the attainment of a new and better way, is forever gone, considering the field as a whole. We are then no longer going but have arrived. Youth (and growth) has flown and the organization is in sedate maturity.

Standardization rewards conformity, penalizes differences. It so often fosters the average. Progress is the result of differences.

Standards cannot be permanently fixed, unless we assume that perfection in camping has been attained. We cannot even lay down objectives for tomorrow, for we do not know what the new day will bring. The standards must constantly be *remade*—but once they are accepted they stubbornly resist change.

Standards should never be applied to anything but elemental necessities—absolute minimums. To attempt other types is to cramp creativity, stifle the eternal search of aspiring leaders for a better way. Even in respect to elemental matters, we cannot lay down standards today and expect them to apply tomorrow. For example, today's ideas in respect to the number of cubic feet of air space desirable for health in a sleeping cabin would differ widely from standards of five years ago.

Yes, we do need a statement of *minimum* practices in respect to health, sanitation, leadership, etc., embodying the best thought of today. But these are for *today*—they must be revised tomorrow, rejuvenated and published anew—always regarded as in a state of flux, always in the process of being formulated.

What we need is a constant, relentless, restless striving for something better in camping. Standards are supposed to achieve this better day—they may very easily defeat it!

Let's stay young and flexible—growing!

Official Chat Column

"Daddy" Wones, Treasurer of the ACA, has recently retired from the position of State Boys' Work Secretary for Wisconsin, which position he has held these many years. The services of Mr. Wones have been retained in connection with Camp Manito-wish, however, and he will continue to spend his summers there as an adviser. Mr. Wones is spending the winter in Florida.

Herbert H. Twining, Executive Director, plans to confine himself almost exclusively to the problems involved in public relations during the next few months.

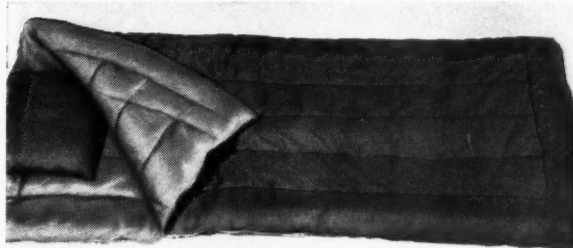
Charles E. Hendry, Coordinator of Studies and Research for the A.C.A. has resigned his position as Professor of Sociology at George Williams College, to take effect immediately, and has accepted a position on the staff of the Boys' Club Federation. He will make his residence in New York. Mr. Hendry will continue to serve the A.C.A. in connection with the research program, giving a small block of his time to the Association.

The Board of Directors of the A.C.A., meeting in New York on March 5th, elected the Executive Committee for the coming year. This committee consists of Hazel K. Allen, President; Roland Cobb, Vice President; W. H. Wones, Treasurer; P. B. Samson, Secretary; Dr. Charles Wilson and Taylor Statten.

Taylor Statten, recently returned from a trip around the world, brings greetings from the Camp-Association of India, and from the Camp Officials of China and Japan.

The Executive Committee of the A.C.A. met in New York on March 6th and does not plan to convene again until late in May.

Dr. Ross L. Allen, Assistant Executive Director of the A.C.A., is general chairman of a combined meeting of persons interested in Recreation, Camping and the Y.W.C.A., to be held in connection with the Mid-West Section Convention of the American Association of Health and Physical Education in Chicago, April 8. Dr. Allen is chairman of the Camping Section of the Mid-West Section. Miss Barbara Ellen Joy, Chairman of the Editorial Committee of the A.C.A., will address the Camping Section on April 8. Dr. Allen is also a contributing editor of the *Journal of Health and Physical Education*, the official publication of the American Association of Health and Physical Education.

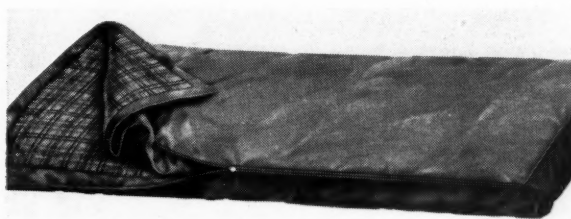


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Book



Corner

Army Mess Management Simplified

By E. A. Hyde (Huntington, W. Va.: Standard Printing and Publishing Co., 1938) 197 pages, cloth. \$2.00.

Here is a valuable book for all who are concerned with camp management. Prepared for army mess officers, it deals with the efficient management of the camp kitchen and the preparation of tasty meals. There is a list of menus for a fifteen-day period, each day's menu followed by recipes and instructions for cooking the items for 100 people. There is a generous chapter of additional menus, instructions on handling, cutting and inspecting meats, lists of supplies, recommendations on kitchen equipment, etc.

Games

By Jessie H. Bancroft (New York: The Macmillan Co., 1937) 685 pages, cloth. \$3.00.

This is a revised edition of the time-honored *Games for the Playground, Home, School, and Gymnasium*, dressed up in new clothes. Like the original volume, it is a large, encyclopedic type of collection of the better-known games of the playground, gymnasium, and street. There is a large section on miscellaneous active games, a smaller one on quiet games, a section on singing games, and a long chapter on ball games. The index is so arranged as to indicate the grades or ages at which the games may appropriately be used.

Camp Songs 'n' Things

By Carl Zander and Wes H. Klusmann (Los Angeles: Carl E. Zander and Wes H. Klusmann, 204 Bendix Bldg., 1937) 112 pages, paper. 25c.

Camp Songs

By Carl E. Zander and Wes H. Klusmann (Los Angeles: Carl E. Zander and Wes H. Klusmann, 1937) 56 pages, paper. 10c.

A collection of over 150 songs for use in camps, presented in a little booklet inexpensive enough so that it can be purchased in quantities. *Camp Songs* contains only the lyrics while *Camp Songs 'n' Things* supplies the melodies to these same lyrics, the former apparently designed for the campers and the latter for the leader. These books present Fun Songs, Songs of the South, Favorite Songs, Organ-

ization Songs, Sea Songs, Songs of the Range, Firelight Songs, and Chapel Songs.

Research Memorandum on Recreation in the Depression

By Jesse F. Steiner (New York: Social Science Research Council, 1937) 124 pages, paper. \$1.00.

This bulletin of the Social Research Council was prepared under the direction of the Committee on Studies in Social Aspects of the Depression. It discusses with sociological interpretation the recent expansion of leisure, the changing trends of recreation, government recreational facilities, community organization for leisure, and recreation as a business enterprise.

The National and World Jamborees in Pictures

By Boy Scouts of America (New York: Boy Scouts of America, 1938) 172 pages, large quarto. \$2.00.

The story of the First National Jamboree of the Boy Scouts of America held in Washington, D. C., June 30th to July 9, 1937, is graphically told in pictures in this beautiful book. All phases of the varied Scout program with its emphasis on camping and outdoor life are portrayed, together with pictures of the many spectacular and unique exhibits and decorations.

Camp Nature Trails

By Wilbur Robbie (Cedar Rapids, Iowa: Boy Scouts of America, 1938) 42 pages, mimeographed, illustrated. 50c.

An excellent contribution to the literature on nature trails and nature education, this little book is filled with practical and original suggestions on trail layout—clearing, building steps, bridges, etc.; on labeling nature objects, rustic bulletin boards, guide posts; on preserving nature specimens, and similar subjects. Many of the devices are unique and offer suggestions that would add to the interest and attractiveness of any campsite.

Books Camp Directors Should Read

The Return to Religion, by H. C. Link.

Adolescence, by L. A. Averill.

Individual Psychology, edited by Alfred Adler.

LAURA I. MATTOON,
Camp Kehonka, New Hampshire.

Twenty Camps Operate in U. S. Park Areas

Twenty organized camps operated within National Park Service Recreational Demonstration Areas afforded a total of 100,769 camper-days vacation during the last summer season, according to reports of the National Park Service. Forty-one organizations used these twenty camps this year, making them available to selected groups of children and adults. In the 1936 season only nine organized camps were in use, affording 37,310 camper-days vacation through nine operating organizations.

Sixty additional organized camps are now under construction in the Recreational Demonstration Areas situated in twenty-four States.

Picnic areas, roads, trails, administrative buildings, large and small dams, wildlife and forestry jobs have been completed or are in the process of development in varying degrees on every area and heavy public use has been made of most of the facilities provided.

Many of the areas offer opportunities for winter sports and activities, and it is expected a number of them will be put to such use this fall and winter. Cabins and other buildings used for organized camping in summer are made available for individual or group use after the summer season.

The Recreational Demonstration Area program was initiated by the National Park Service for the purpose of solving the problems of what to do with idle or unproductive land, and how to provide recreation for people for whom such facilities were lacking. Strategically located near large centers of population, the areas are designed primarily to provide low cost vacations. Portions of the areas are also devoted to day use and wildlife conservation. Development is going forward with relief and CCC labor.

As they are completed, the organized camps are made available to accredited public, semi-public or private non-profit-making organizations which are able to meet the National Park Service minimum standards for organized camping. These organizations lease the camps by the season. Local advisory committees on camping, consisting of citizens of the surrounding communities served by the areas, survey community needs for camps and make recommendations as to which agencies should be allotted the camps.



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Seen and Heard

Kiwanis Club Provides Camp for Topeka

The Kiwanis Club of Topeka, Kansas, has initiated a movement to secure a camp for the boys and girls of that city. The camp will be used at various periods by the Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., and 4-H Clubs.

St. Louis Discusses Camp Activities

Under the leadership of Bert Fenega, of the Park Travel Camp, a round-table discussion was held in St. Louis, on January 20th, dealing with the subject "What is the Most Important Activity in Your Camp, and Why?" Points brought out by the various directors present were: (1) that trips might well be the most important activity from the angle of acquisition of knowledge and character development; (2) that it is possible that there should not be any one important activity because the needs of each child are different; (3) that citizenship might be called the outstanding activity in some groups.

New Invention for Conserving Fish

As every outdoorsman knows, thousands of fish fail to survive the winter when snow covers the ice so deeply that the ice does not crack sufficiently to permit the water to absorb oxygen. Fish not only suffocate in ice-bound lakes but often in stagnant water. To offset this S. J. Gwidt, of Wausau, Wisconsin, has invented a compact device known as the "Gwidt Aerator" which injects filtered air into the water in such a way as to saturate it with oxygen and then propels the saturated water for a long distance by a propeller. It can be operated by electric, gasoline, or by wind power.

This device has not been manufactured for the market and the inventor seeks the advice of naturalists and conservationists, and invites correspondence from them.

New England Campers Enjoy Winter Sports

Reports from New England indicate that New Hampshire and Vermont have gone ski mad. On the weekend of January 28th a group of Aloha Campers enjoyed all winter sports at Andover, New Hampshire, with Halsey Gulick as host. The following weekend a group of campers from the Luther Gulik Camps assembled at the same place for two crowded days of skiing and similar winter activities.

Does this Hit Your Camp?

Loads of good things about the twenty-two camps they visited in 1937 are recorded in the report of Camp Standards Committee of the Cleveland Camp Council, but, while compliments are always pleasant, the things that count are constructive suggestions. In searching through the Committee's recommendations (too long for publication) the following impressions were weeded out which may possibly apply to camps outside the Cleveland area. Do they hit your camp?

1. Counselors seem tired and burdened, frequently at the half-way mark—their schedules are very full. *Are counselors overworked?* Constant contact with children, however pleasant, is nerve-racking. *Do counselors have enough relief in the way of time off?*

2. In those camps that make a definite effort to evaluate programs and determine what the experiences mean to children, this question arises: *Can this be overstressed to the point of superseding the fine experience of the child?*

3. All programs have a tendency to seem overcrowded—too much regimentation, too spotty, too compartmentalized. *Is it necessary to have a continuously busy camp?* Those camps that were striving for leisure seemed to be contented and happy camps.

4. If any one field seems to be over-stressed, it is *crafts*, which tend to be too artificial.

5. Camp groupings were made largely on the basis of age. Should consideration be given to establishing groups on the basis of abilities, education, or cultural background?

University of Michigan Camp Course

The regular camp course of the University of Michigan is meeting each Saturday morning at the College of Education under the leadership of Earl N. Risky. Special lecturers of note in the field of camping are participating.

This University has also instituted a new graduate course in camping in its summer school which will be taught by Dr. Ross L. Allen.

Pediatrician at New York Meeting

At a recent meeting of the New York Section of the A.C.A., Dr. Phillip M. Stimson spoke on the subject, "A Pediatrician's Ruminations and Convictions about Camps." Over 100 heard this interesting topic discussed.

Robert Denniston of Tarrytown, New Jersey, has recently been appointed reporter to *The Camping Magazine* for the New York Section.

Columbia University Camp Course

Under the direction of Dr. F. W. Maroney, Teachers College of Columbia University, will again conduct its Camp Leadership Course throughout the spring months. It meets on each Monday beginning on March 7th. A number of members of the New York Section will serve as lecturers.

New Jersey Adopts Standards

At a recent meeting of the New Jersey Section of the A.C.A., minimum standards were adopted covering sanitation, health and safety, personnel, and equipment. A copy of these standards may be obtained from the officials of the New Jersey Section.

The New Jersey Section meets regularly on the third Monday of each month from 3:30 to 5:00 P.M. at the Chamber of Commerce Building, Newark.

Osborne on Pacific Program.

At the annual conference of the Pacific Camping Conference at Asilomar, California, Dr. Ernest G. Osborne will appear as guest speaker. Roy Sorenson who spoke at last year's conference will return this year, and other prominent authorities will be scheduled. This annual conference, one of the largest in the country, convenes from March 17 to 20.

Report of the Committee on Ski Safety

By Amateur Ski Club of New York, (New York, Alex Taylor and Company, Inc., 1938), 13 pages paper.

This report covers an analysis of the causes of skiing accidents and contains recommendations and conclusions in respect to the training of skiers, trails and slopes, traffic and warning signals, patrols, equipment, and first aid.

New Underwater Telescope

A new underwater telescope recently placed on the market should be of unusual interest to camp directors as an added source of joy in camp and as a valuable instrument for nature education. By means of this telescope any one can see from the surface objects underwater to a depth of twenty to thirty feet, the objects being slightly magnified. The nature of the lake bottom can be easily seen together with fish and other living objects. A boatman can see what is fouling his propeller or anchor and can observe the type of bottom as part of his navigation, or locate objects lost overboard.

These telescopes have added much interest to boating and canoeing trips, fishing expeditions, and the like in summer camps.

The telescope costs \$7.50 and is marketed by Boyce-Meier Equipment Company, Bronxville, New York.

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● Foreword by Bernard S. Mason, editor of "Camping Magazine."

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Nature Training Camp at Pennsylvania State College

The Nature Camp, a part of the summer sessions of Pennsylvania State College, offers an unusual opportunity for students to secure the best of nature education under a large and competent faculty. The camp is located within an hour's ride of the University and its program carries full university credit. Instruction covers all phases of nature lore—trees, flowers, insects, birds, mammals, etc., as well as fire-building, campfire cookery, tracking and trailing, etc. The first session runs from June 23rd to July 14th; the second session from July 14th to August 3rd.

Y.M.H.A. Camp Course in Philadelphia

The Y.M.H.A. and Y.W.H.A. of Philadelphia will conduct during the spring months a counselors' training course consisting of lectures and discussions by outstanding authorities, together with demonstrations of the various aspects of a camp program.

Mrs. Mary Frick Directs Riding Camp

Mrs. Mary Frick, founder and for many years director of Camp Serrana, was a director last summer at the Fenimore Riding Camps.

Guidance in the Modern Summer Camp

By

Cecil Winfield Scott, Associate Professor of School Administration,
University of Nebraska

AS the summer camp has changed from an institution primarily interested in recreation to one whose chief concern is education, guidance of youth as a philosophy and an activity has come to be an integral part of camping. Some modern camps have placed responsibility for guidance activities in the hands of trained counselors, termed psychological or guidance workers, and have thus created a new activity at least equal in rank to the traditional ones. Other camps, perhaps none the less progressive, have carried on effective personnel guidance programs without the aid of special workers. Regardless of the administrative provision made for guidance, its primary purpose has been to bring about the maximum of happiness and satisfaction for campers while in camp and the greatest possible degree of desirable personality growth.

Camp guidance as a philosophy determines the atmosphere and program of the camp and manifests itself in the thoughts, attitudes, and actions of all workers. As an activity, it seeks to achieve its goal of happy successful living for all campers through: (1) collecting as much pertinent information as possible about campers; (2) using this information in helping campers derive the maximum benefit from camp and in preparing comprehensive individual reports to be used by agencies which operate in the home environments of the campers.

Collecting Information

Since the keynote of camp guidance is attention to individual needs, the first step in the guidance program is collection of information concerning each camper. This amassing of personal data is really an activity which is never complete; it begins before the campers reach camp and it should not end until the stay of each individual has ended. For prior information, that is, facts concerning the individual in his customary environment, there are three principal sources: (1) the family; (2) the school; and, (3) social agencies, in the case of campers who are sent by such organizations.

All information obtained from the family is important but that secured during personal interviews can be interpreted most meaningfully. School records give valuable information concerning the success of campers in the more formal school activities and in many cases also give reliable information about personality traits. Social agency records furnish particularly pertinent information concerning campers sent by or recommended through welfare organizations.

After camp has opened, the most important source of information is the counselors who daily associate with the campers. Counselors will naturally be able to learn more about the behavior and attitudes of individual campers through being with them in a cabin or tent group, than through contact with them in most activities. All counselors should consider each individual as worthy of special attention, should have a specific method for securing useful information, and should have some certain time each day allotted for the recording of observations and impressions. Finally, any well organized plan of guidance should provide for the pooling of facts secured by different counselors concerning any camper.

Tests and interviews may also be used to advantage. If tests are used, care must be exercised to see that they are neither made light of nor considered a burden. The interview, except in rare cases, should probably grow out of a natural situation and rarely be recognized by the camper as an interview.

Using Information

It is through the proper use of information that the ends of guidance are achieved. Knowledge about a camper obtained before his arrival at camp is employed by the staff in making cabin or tent group assignments and in building up early acquaintance with the camp group. Decisions based on prior information should, of course, always be re-evaluated when more reliable facts revealed by observation may indicate a change. Data obtained during the

camp period are of primary value in assisting youngsters to find satisfying activities while in camp and in making desirable social adjustments.

All information of general interest to counselors should be available in some central place. Such information will include records of campers who were in camp during previous summers, records obtained from families, perhaps school records, social agency reports, and reports of characteristic and outstanding behavior incidents turned in by counselors. If there is a guidance worker, he should always be available to counselors who desire help in interpreting data or in planning programs of individual guidance.

In the main, whatever intelligent use is made in camp of camper information will be made by the counselors themselves. Special cases may call for special attention from the guidance specialist or from the camp director or head counselor, but in general these workers will not usurp the place of the counselor in charge. It may be set down as a cardinal principle of guidance that the camp worker who is associated most closely and frequently with the individual camper is the one who is most strategically located for securing worthwhile personal data and for using such information for the benefit of the camper.

At the end of each camper's stay, a record is made covering the activities participated in while in camp, with some indication of degree and proficiency, health history, and significant behavior incidents and traits. A copy of this record is filed by the camp, and, in the case of an organization camper, a duplicate sent to the sending agency for the use of trained social workers. In the case of a private camper, the report sent to the parents or guardian should be such as to be of the greatest help to the family, the type and completeness of the report being determined by the use to which it is considered the information and suggestions will be put. Wherever a good school-camp relationship has been or can be established, copies of records are sent to the proper school official. Summary records of the type in question are practically the only means at the command of the camp for aiding in the continuance of adjustments begun or stimulated in camp.

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Suggestions

The best insurance for a camp guidance program is that the camp staff be genuinely interested in children and intelligent about caring for them. Such a staff will be sympathetic toward any innovation introduced under the guise of guidance and will cooperate in working out the program. But it goes without saying that not every camp which lays claim to being modern can boast of such a staff. Lieberman¹ found in his creative camping experiment, conducted under the auspices of the Pioneer Youth Movement, that his staff members had to be mature people with modern educational experience or with pliable minds. A thorough understanding of the guidance function on the part of all camp administrative officers and wise introduction of the program will help to bring

¹ Lieberman, Joshua, *Creative Camping*. (New York; Association Press, 1931) p. 144.

Partner for an established New England Adult Camp. Small financial interest required. Apply Box 4822 The Camping Magazine, Ann Arbor, Michigan.

DIETICIAN—Jewish trained in taking care of children in Summer Camp, July and August, eighty-four children and Staff. Write giving age, experience, references and salary expected. Address replies to Dr. Nathan Blumberg, 1922 Spruce Street, Philadelphia, Pa.

about the understanding cooperation desired from the counselor staff.

Centralization of responsibility for guidance is desirable for best results. This implies that the program will be unified and that in all except small camps special counselors will have charge of it. These counselors will have the duty of planning the guidance program, educating the counselor group concerning the function and techniques of guidance, assisting counselors with both general and specific problems, and of supervising the compiling of summary reports. If special workers are not used, these duties naturally devolve upon the administrative officers of the camp.

Finally, it is suggested that sufficient time be allowed counselors for jotting down daily observations and keeping records. To the extent that the counselors perform their obligations well, to that extent does the camp guidance program succeed.

Valuable Booklets on Evaporated Milk Available Free

Milk in some form is an absolutely indispensable item in the diet of all campers wherever they may go in the woods. While on trips or hikes in the bush, a condensed form of milk that is easily transported and will withstand all temperatures is essential. In the organized camp kitchen, also, evaporated forms of milk fulfill many needs.

Camp directors therefore will welcome the booklets distributed free by the Evaporated Milk Association, Chicago, Ill. Of special interest will be the fifty-page book of menus using evaporated milk, entitled *Why Evaporated Milk Makes Good Food Better* and the leaflet of drinks called *Evaporated Milk Drinks*.

Two pamphlets showing the use of evaporated milk on camping and exploring trips are entitled *Evaporated Milk Around the World* and *Evaporated Milk in Tropical West Africa*.

WANTED: Social hostess at exclusive N. H. camp for younger girls, near Boston. Chance of high salary to right person. References exchanged. **A requisite:**—must be able to make immediate investment \$1000 at 5 per cent for expansion; have high ideals and integrity. Potential interest in business. Write fully care of The Camping Magazine, Box 3225.

Camp for Boys With Impaired Hearing

A summer camp devoted to the interests of boys with impaired hearing is to be conducted during the coming summer at Deerwood, Minnesota, according to an announcement by V. A. Becker of the Kendall School for the Deaf. The camp, which is known as "Langcroft Camp for Boys" is located on Clearwater Lake, about one hundred and twenty-five miles north of Minneapolis. Its capacity is about thirty-five boys, and the age range is from eight to sixteen years. The program will include the usual camp activities and in addition, individual instruction in lip-reading and speech correction will also be offered.

Emotional Development

(Continued from Page 5)

thority. The attitude toward the counselor in the beginning often discloses the attitude toward the parents, a mother or father, as the case may be. If the chosen counselor fails, there grows up a negative relationship which will accomplish nothing and the child goes on a search for one who will fill the bill. He may spend the summer in his search, and never experience the satisfaction he needs as an anchor in this voyage of exploration. Practically, it is of great importance to change a child from one counselor to another if the attitude appears to be hopelessly negative on either side, and it is equally important not to take a child away from a counselor who has become a positive factor in the child's adjustment. I go a step further in this and try to give returning campers to their old counselors, because I believe there is cumulative profit to be derived from a good relationship. Aside from his aid to the camper in general adjustment, he stands as an inspiration to his trying to master new skills or improve himself in old ones. Children first learn for the sake of pleasing someone; it is only later that knowledge and skill take on value per se. Without counselor interest and encouragement, in the absence of the outward stimuli, such as trophies, the child would accomplish little or nothing.

There is danger always that the counselor misuse this subtle position which he holds. This we all recognize. There is danger also that he overestimate his power and qualifications, and therefore attempt to reform the character in his charge. He may want to feel that he is a great influence, he may satisfy his own

ego by creating "an interesting case." This is a warning not to be lightly taken. Every child is interesting, but he is not an "interesting case." Even if he were, the counselor may not be qualified to undertake it.

This leads me to a discussion of therapy within the camp. I refer now to individual therapy which requires intensive work, a series of interviews with one child. I do not feel that camp is the best place for this type of therapy. My reasons are several: there is not enough time in camp, and there are rarely available counselors sufficiently trained for this work. There is always danger of arousing anxiety in intensive treatment, more anxiety than one can resolve. Another danger lies in the possibility of marking those children as different from the others. Most important of all is the fact that the camp with its directors, counselors, and campers becomes a psychological family, and as a member of this family, each child wants an equal amount of attention. Children are growing and developing in spite of our efforts. We must give them opportunity to work out many things for themselves. Therapy is always going on. Children are good therapists for each other, as you well know.

Here it is pertinent to add a word about children who are better off not to be in camp. It has been hard for many of us to suppose that a camp experience is not desirable for all children. The old-fashioned notion that a few tents, a lake, fresh air, enough food, constituted a healthful experience per se is not tenable. Just as a mother once said to me, "Of course, I know that everyone who runs a camp is a good person," so it has been assumed that any camp offers a good experience for any child. Again this is a faith in magic rather than a recognition of reality. It may be that even in the best managed camp some children have no place. It may be that the child is at a particular stage in development where the newness of the experience will be too much to cope with; that the strain is too great to risk. It is well when we can recognize this before the child comes, or if that is impossible, to see it early in the season. This is something not always easy to decide, particularly for the child who is bound to the mother. In general, a recognition of our limitations means a greater development of our inherent opportunities. Let to us from the various camps and it may be

us be content with what we can do well, and try to do that better rather than to expand our activities beyond the scope of the powers of our organization.

What we can do for the emotional development of the child boils itself down to a few statements: we can provide freedom from strain, thus giving a child opportunity to work out some of his own difficulties; we can assume a friendly, permissive, understanding attitude; we can work toward the training of counselors adequate to support and develop this all-important counselor-camper relationship. Reduced to still simpler terms, we can provide the proper atmosphere and the proper attitude, the first largely controlled by the second. So you see, I conclude on the counselor note. Our greatest contribution lies in the quality of counselor we offer the boys and girls who are under our guidance and protection.

The Man Behind the Range

(Continued from Page 11)

but does run parallel to the average institutional requirements. In many cases the chef would have to be familiar with steam-cooking technique. At any rate, large-scale feeding problems appear to be comparatively simple and because of the simplicity and ease with which it may be acquired, it is possible to secure a competent chef at a fairly low rate.

The question as to whether a dietitian or steward is advisable for the owner-operated camp has been tested over and over again. Our findings are in favor of the owner-and-chef operation, provided the chef is of the right calibre. Such an arrangement seems to work out much more satisfactorily than where the responsibility for the kitchen is completely turned over to two employees. The vast majority of camps operate exceedingly well when a competent chef is permitted to take over the complete responsibility and operation of the kitchen and is held to strict accounting for that operation by the owner. The actual purchasing of raw foods, however, should be done by the owner himself from the requisitions submitted by the chef. Obviously all purchasing should be done by some person who has a direct financial interest in the food costs. Year after year we listen to the same complaints and criticisms from the chefs, cooks, and others who return

helpful to the camp director to know what these major difficulties are from the employees' point of view. Perhaps we might even list them as

Hints That Make for a Peaceful Kitchen

Prepare your menus for a sufficiently long period in advance so that the chef will know what is coming, but so arrange them that your campers will not know what to expect on any particular day.

Do not change your menu a few hours before meal time unless absolutely necessary.

Order sufficient quantities and see that they arrive at least a day in advance so that the chef may have the opportunity of preparing his raw products for the next day's use.

Try to have your trades people deliver meats, etc., at such times as will not interfere with the chef's service to the dining room, and try to make sure that no deliveries arrive late at night. You will find a much more accurate check up on quantities and quality if you can arrange your deliveries when there is ample time to receive them.

Make all criticism of your kitchen staff directly to the chef and hold him responsible for the discipline. This responsibility adds dignity and importance to his position and pays big dividends. On the other hand, interference and criticism made directly to the members of the staff other than by the chef almost invariably creates a feeling of resentment and hurt.

Have only one person act as the liaison between the management and the kitchen.

Try to give your kitchen staff a recreation period, however limited, every afternoon and, if at all possible, a complete afternoon off each week. In a well-regulated kitchen the staff should find time each afternoon to devote to their own relaxation and recreation. Perhaps provision can be made, without interfering with the rights of guests or campers, for them to enjoy fishing, swimming, and the like.

In the final analysis the proper selection of your help involves a tremendous amount of scrutiny as to the ability, temper, moral habits, cleanliness, drive, social adjustments and personal integrity of the prospective employee. Seek this information from such sources as former employers and fellow employees wherever possible. The pursuance of such a program will aid immeasurably in correcting the difficulties so commonly found in any kitchen. With the kitchen problem solved and your mind relieved from it, you will find greater joy in your glorious profession as a camp director.

Colorful Camp Traditions

(Continued from Page 10)

off to a shower and bed.

The next day and the next there were many queries as to when we could finish the "dirty job." Finally an opportunity presented itself and again almost the entire group turned out. This time we reached the marsh. Many campers had never seen it before. They exclaimed over the high ferns, the giant cedars and firs. How could a marsh be on a rocky hill? Was it surface water and if not did springs feed it? What were the various plants growing in it? How deep was it? The questions were answered except for the last as no one knew its depth except that it couldn't be very deep, three feet at most. However, we had to discover for ourselves, so half a dozen of the older girls with two or three counselors joined hands to wade its length. Exclamations! It was slippery! The bloomers (no bathing suits that day as everyone had come directly from activities) pulled as high as possible soon got wet. Some one slipped, then another. In the meantime an envying audience has gathered on the marsh rim. It looked like fun and everyone longed to try. More shrieks, laughter, everyone was wet now. At the far end of the marsh were great cat tails and rose-plumy flowers. Having measured the marsh the plants became the next objective; but splashing around in a marsh on a sunny July day was fun and getting wet was fun, too. Someone suggested playing water tag. That was the most fun of all. The soft bottom made it an achievement to keep one's footing. One wise little "Pig-Tails" discovered that it was easier to swim, then everyone swam! By then the audience was having almost as much fun as those participating. Time had been forgotten until the bugler exclaimed that dinner would be in half an hour. Everyone went off laughing, several dripping, all exclaiming what fun it had been.

That evening after supper the semi-weekly postcards were passed with dessert. This is another institution. You try to see how much interesting information you can get on a postcard. The cards are read and the names of those who have written the most interestingly are announced at evening fire. That evening the "Marsh Party" was described colorfully.

Being stowaways on cruises is another institution. It started years ago. The originators now have children of their own. From that long-ago trip on the schooner when the ecstatic stowaways remained cooped up in the skipper's locker until the ship was an hour out, down to the present when it is tacitly understood that every cruise going out may have two stowaways provided they are undiscovered, being a stowaway has been the best of fun. Food is always planned for them. Sometimes upon discovery they are given their choice of hard labor, walking the plank or being strung up by the thumbs, but from youngest intermediate to oldest senior, being a stowaway marks a high moment in the summer.

Institutions and traditions give warmth and purpose to a camp. Oh, let us then enrich our camps with sound traditions and institutions. Let us have humor and gaiety running like bright threads through these adventures we are helping youth discover. A hundred seemingly unimportant moments can catch and hold laughter. Joyous memories should be every child's birthright. Summer camps, more than any other place I know of can provide them.

Outdoor Cookery

(Continued from Page 15)

of the line would be scarcely served, and the poor servers had to go without until all hungers were appeased. So this year we explained beforehand that everybody, including the servers, were to have one generous serving. When this coals in another pit fire by impaling the shocked was happily consumed, a whistle would blow and ALL could line up for seconds. This rotation was kept up until everything was eaten, practically including the bones, which were much in demand for succulent chewing. In this way all except those who were cooking the meat, in case of the barbecues, were properly served and there was no stampede, and probably less chance of indigestion! We have found the line-up method of serving the best, with the items of food to which each may help himself made easily available in a proper order, the servers of the items to be "dished" standing behind the table. There is then no confusion or crowding or hurry. Our campers used their individual mess kits to place the food in. Large dish-pans of hot soapy water and hot rinsing

water, and dish towels, were provided at the end so that all would be put away very clean. And never forget the carton for refuse!

In a continuation of this article in the April issue, Miss Joy will discuss progressive suppers.

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Camp Insurance

(Continued from Page 16)

clause limits the amount of recovery in event of loss on these buildings and their contents to $\frac{3}{4}$ of their value even though they be insured for an amount in excess of that. The coinsurance clause permits recovery up to 100% of value at the time of the loss provided the property is insured 100% to value.

LOSS OF CAMP FEES

Loss of camp fees resulting from fire, windstorm or epidemic is another problem that besets camp directors and their insurance agents.

Ordinary fire and windstorm loss-of-use insurance does not meet their requirements because a loss occurring at or near the beginning of camp that could be repaired in a week or two might cause the loss of an entire season's fees. Specially prepared camp-fee fire (and windstorm) insurance meets these requirements at a reasonable cost.

An epidemic might result in wholesale cancellation of camp registrations if occurring before camp opened and in campers leaving camp if an epidemic occurred during camp. At the present time, I am endeavoring to make a market for epidemic insurance for camps.

AUTOMOBILE INSURANCE

Two other problems that arise from the seasonal character of camps affect automobile insurance.

Camp trucks often are laid up during the winter months. Upon request to the agent, public liability, property damage and collision insurance can be suspended and credit allowed for the suspension at the expiration of the policy.

During camp it is the usual practice for the camp director to let campers ride in his automobile. Campers are considered as fare-paying passengers by the insurance companies and the law. Therefore in order that automobile insurance be valid while carrying campers, a special endorsement should be attached to the policy to give the necessary protection for the duration of the camping season.

Camp directors should not let employees use their own automobiles on camp business unless

properly insured because an employer is liable for injuries caused by employees' cars while on employer's business.

LIABILITY FOR INJURIES

Workmen's compensation insurance is absolutely necessary for every camp director as the law makes him liable for all injuries to employees arising out of and in course of employment. Workmen's compensation insurance pays benefits to injured employee in accord with the law. Usually medical expense only is paid for injuries disabling an employee for less than a week and compensation for greater part of lost wages for disability lasting over a week. The premium is based on the payroll subject to a minimum charge.

To be protected against liability for injuries to campers and others than employees, camp public-liability insurance should be carried. The minimum premium is fifty dollars. Extra charges are made for camps having motorboats, sailboats, saddlehorses and over one hundred campers.

In event of major alterations and the erection of new buildings, owner's contingent public-liability insurance should be carried for the work done by a contractor, and contractor's public-liability insurance if the work be done by the camp. Camp directors should insist that all contractors furnish certificates from their insurers showing that they carry contractor's public-liability and workmen's compensation insurance as the owner as well as the contractor is liable for injuries to contractors' employees and to persons hurt by actions of the contractor, subcontractors and their employees.

OTHER INSURANCE

Motion-picture cameras and projectors that are used in camp and elsewhere should be insured by all-risk insurance covering them everywhere. Similar insurance is available for other movable property.

Burglary, holdup, forgery and dishonesty insurance are other forms of insurance that should be considered by camp directors.

A discussion of fire-insurance rates and how to reduce them would be rather lengthy and should be discussed in another article.